

EDAH 5143

Leadership Development in Adult and Higher Education Syllabus

Purpose:

This course examines leadership theories and practice with emphasis on leadership development in the adult and higher education setting. To help students understand the unique aspects of leadership in higher education, the course reviews organizational principles of higher education institutions in the context of different institutional types. This contextual foundation will inform discussions that focus on traits or characteristics of effective leadership; behaviors, actions, outcomes associated with effective leadership; situational leadership; leadership and management theories; and organizational theories.

Expected Outcomes:

As a result of this course, you will:

1. Demonstrate understanding of leadership in different contexts within higher education organizations related to institutional type, institutional mission, and institutional control.
2. Apply leadership theory in the context of challenges faced by higher education organizations
3. Integrate understanding of leadership and management theories, organizational theories and leadership philosophies with understanding of institutional contexts to develop leadership strategies for specific institutional challenges.

Assignments and Grading:

An important part of this course is understanding the complexities of leadership in higher education organizations. While the focus is on a broad definition of effective leadership and management in higher education, the course is designed to provide students the opportunity to explore specific contexts that are of special interest given career goals and the types of institutions that interest students. Additionally, as this is a graduate level course, I hope to help students develop research skills. For these reasons, the course is designed as an inquiry based course. I will provide a basic course structure to help you understand leadership and you will work within that structure to apply what you are learning through several written and oral presentations.

We will negotiate the assignments on our first day of class, beginning with this proposed list.

Case Studies (5 at 5 points each)	25 pts
Self Directed Literature Review	25 pts
Group Project and Presentation	25 pts
Final Research Project	25 pts

Weekly reading lists are posted on D2L

Weekly Topical Schedule:

August 25 th :	<u>Introduction to course.</u> Discuss purpose and focus of the course. Go over the syllabus and graded assignments (negotiate and adjust assignments). Share perspectives on personal goals as they relate to leadership. (Readings posted in D2L)
Sept 1 st	<u>Leadership and Management:</u> Discuss the relationships and differences in leadership and management. A general discussion of leadership theories and talk about the unique relationship of organizational structures in differing types of higher education institutions to leadership decisions. (Yukl, Chapters 1-3)
Sept 8 th	<u>Participative Leadership and Followership</u> Discuss leadership in complex environments such as higher education institutions and how the large professional class both facilitates and works against participative leadership, followership and create tension as members seek power and influence (Yukl, Chapters 4-6 and readings in D2L) – Case Study 1 is given for completion on Sept 23 rd . Topic is continued on Sept 16 th .
Sept 15 th th	<u>Participative Leadership and Followership (cont)</u>
Sept 22 nd	<u>No class.</u> – Submit Case Study #1 to dropbox by midnight.
Sept 30 th	<u>In class Group Work</u> Students will be divided in 4 groups and each assigned a chapter in the Yukl text to lead a discussion. This discussion should talk about the chapter in the context of higher education; therefore, students are expected to work together to research articles that examine higher education through the framework of the chapter.
Oct 6 th	<u>Group Presentations 1 and 2</u>
Oct 13 th	<u>Group Presentations 2 and 3</u>
Oct 20 th	<u>Leadership in Community Colleges</u> (readings TBA)
Oct 27 th	<u>Leadership in 4yr Comprehensive and Liberal Arts Colleges</u>
Nov 3 rd	<u>Leadership in Research Universities</u>
Nov 10 th	<u>Academic Affairs, Administrative Affairs, Student Affairs</u>
Nov 17 th	<u>Leadership and Governance in Higher Education</u>
Nov 24 th	<u>Thanksgiving Break</u>

Dec 1st

In class work on Research Projects

Dec 8th

Poster sessions on Research Projects

Statement on Reasonable Accommodations:

“Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.”

The University of Oklahoma will reasonably accommodate otherwise qualified individuals with a disability unless such accommodation would pose an undue hardship or would result in a fundamental alteration in the nature of the service, program, or activity or in undue financial or administrative burdens. The term reasonable accommodation is used in its general sense in this policy to apply to employees, students, and visitors. Reasonable accommodation may include, but is not limited to:

- (a) Making existing facilities readily accessible and usable by individuals with disabilities;
- (b) Job restructuring;
- (c) Part-time or modified work schedules;
- (d) Reassignment to a vacant position if qualified;
- (e) Acquisition or modification of equipment or devices;
- (f) Adjustment or modification of examinations, training materials, or policies;
- (g) Providing qualified readers or interpreters; or
- (h) Modifying policies, practices, and procedures.

Academic Integrity at OU: Honor Pledge, Honor Council and Academic Misconduct Code

OU Academic Misconduct Code: The misconduct system for the Norman Campus, excluding the College of Law, is set forth in the [Academic Misconduct Code](#).

UOSA Honor Pledge: On my honor, I affirm that I have neither given nor received inappropriate aid in the completion of this exercise.

Textbook:

Wulff, Donald E., ed. (2005). Aligning for Learning: Strategies for Teaching Effectiveness. Anchor Publishing Company, Inc. Bolton, MA.